

MUSIC Achievement Portfolio



Orchestra I (MU 1640)

**Practice Develops
Confidence**

_____ Student

_____ Music Teacher

_____ Parent

_____ School and District

Description of Beginning Orchestra

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Beginning Orchestra Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Demonstrate correct playing position, including the position of the instrument and the right and left hands.
- Demonstrate how to release muscle tension and focus arm weight into the strings.
- Play with a straight bow stroke and use different parts of the bow: middle, tip, frog, full bow.

Objective B: Demonstrate technical performance skills.

- Practice and perform with habits that enable accurate intonation; e.g., tune strings, match pitch, play half and whole steps, master different finger patterns, and play various scales accurately.
- Demonstrate bowing techniques appropriate to the style of music to be learned; e.g., slurs, connected (legato, detache), stopped, (staccato, marcato), and/or bounced (spiccato).
- Perform a range of dynamic contrasts and tempo changes.
- Demonstrate technical fluency and speed.
- Discover how to play at least one simple folk song by ear.

Objective C: Demonstrate notational literacy.

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and playing from them.
- Demonstrate reading fluency through singing and reading games and/or exercises.
- Sight-read a new piece with the correct rhythms and pitches.

Objective D: Demonstrate productive rehearsal habits.

- Come to rehearsal prepared, do your best, and respect others.
- Assist in the care of facilities and equipment.
- Demonstrate knowledge, use, and care of instrument.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.

Objective E: Perform varied repertoire.

- Perform acceptably in public and/or for adjudication orchestra pieces in the style indicated.
- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate ability to follow the conductor.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display performance etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Explore possibilities of sounds that can be produced on the instrument.
- Improvise simple rhythms.
- Improvise simple melodies using limited pitches and/or creating variations of a familiar tune.

Objective B: Record musical thoughts in standard notation.

- Practice notation skills through copying music and/or playing rhythm and staff games.
- Notate improvised and/or dictated rhythms and pitches separately.
- Combine notated rhythms and pitches to make a melody and notate it on the staff.
- Move from sound to symbol individually or as a class.
- Improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for an antecedent phrase.

- Invent a notation system that describes the music you improvised or reminds you what to play next.
- Notate the rhythms and pitches on a staff.



Objective C: Write original melodies and short compositions.

- As a class or individually, compose a simple melody, notate it on the staff, and play it.
- As a class or individually, write a composition or an arrangement that fits a simple music form such as AB or ABA.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.



Objective A: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how music you play is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations).
- Discuss these characteristics of the music listened to or played.
- Compare and contrast styles from a variety of cultures and time periods.
- Describe the emotions and thoughts the music communicates and how it does so.



Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.

- Compare/contrast live musical performances with recordings.



Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.



Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.



Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

ORCHESTRA I LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

<http://www.usoe.k12.ut.us/curr/FineArt>

The space below is for written communication between student, teacher, and parent.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.